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| **Subject/Grade/Course:** | English Language Arts/ Grade 6 |
| **Unit Title** | Unit 1: Perspectives and Point of View |
| **Unit Length:** | 25 days |
| **Overview:** | In this unit, students will analyze informational comparative texts across different mediums, presented by different authors. Students will examine different perspectives and points of view by analyzing how the author’s tone and presentation of events impact the audience while making text to text and text to world connections. Students will engage in speaking and listening activities through cooperative learning groups. Students will engage in technology as they watch videos, create narrative stories and technology based tasks. |

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| **Standards** |
| *Power Standard*  **RI.6.9-** Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person). |
| *Relating Power Standards*  **RL.6.9-**Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **W.6.2 A-F:** Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| *Supporting Standards*  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.5**- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **RL.6.1** -Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3-** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **RL.6.5-** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **W.6.7** – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **L.6.4 A-D:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  **L.6.5 A-C:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| **Big Ideas** | **Essential Questions** |
| Readers compare texts across different genres by comparing one author’s presentation of events with another’s and analyzing each authors’ approach to them, setting, character, and plot.  Authors use different forms and genres to portray similar themes by offering different perspectives and points of view through various formats.  Writers use information/explanatory texts to examine and convey topics, ideas, concepts and information by selecting, organizing and analyzing relevant content. | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? |

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| **Assessments** | |
| **Pre Assessment** | **Post Assessment** |
| \*Not yet created | \*Not yet created |

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| **Unit Vocabulary** |
| **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Point of view**-the position of the narrator in relation to the story derived from the author’s depiction of events and attitude toward the characters.  **Theme/central idea**-the main or basic idea of a literary selection; a common thread or repeated idea that is incorporated throughout a written work.    **Biography**-narrative writing that tells the story of an important period, experience, or relationship in a person’s life, as reported by another.    **Stanza**-a group of lines that makes up a verse of a poem or song.    **Compare-** describe similarities between two or more subjects    **Contrast-**  describe differences between two or more subjects’ textual evidence-words from text that show, prove, or give reasons for making a judgment.    **\*Rhetoric**- 1. the art of using speech to persuade, influence, or please 2. The study of the technique of using language effectively.  **Speaker**-the voice speaking in a text    **Audience**-the person or group for whom a selection is written or performed  **Tone**-the feeling conveyed by a written or spoken work; the attitude an author takes toward the subject of a literary work.  **Mood**-the overall emotion created by a work of literature  **Author’s purpose-**the reason(s) an author has for writing a selection; to inform, entertain, or persuade  **Figurative Language-**words that create images using language that has a deeper meaning than what the actual words express  **Rhyme -**the repetition of accented vowel sounds and all sounds following them.  **\*Repetition-**a thing, word, action, etc. that is repeated  **Imagery**-Language that appeals to the senses-sight, hearing, touch, taste, and smell  Definitions taken from Mentoring minds common core flip chart and *Holt Elements of Literature Introductory Course* unless otherwise noted.  \*Definitions found at dictionary.reference.com |

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|  | **Engaging Learning Experiences** | | |
| **Tasks** | **Description** | **Length** | **Balanced Literacy Components** |
| **Task #1** | **Task One: Can the World be a Fair and Just Place?**  In cooperative pairs, students will analyze 3 texts and a photo and compare points of view and perspectives of the authors/persons/speakers explored as if they were answering the question: “Can the World be a Fair and Just Place?” | 6 days | * ⁯Reading * ⁯Word Study * ⁯Writing * ⁯Speaking and Listening |
| **Task #2** | **Task Two: PAPA Analysis of Speeches**  Students will view and/or listen to two famous speeches on civil rights. In cooperative groups, students will use the PAPA (Purpose, Audience, Persona, Argument) graphic organizer to analyze how authors use rhetorical language to appeal to a particular audience.  Students will then compare the two speeches as a class.  Students will build upon these graphic organizers in the next task. | 6 days | * ⁯Reading * ⁯Word Study * ⁯Writing * ⁯Speaking and Listening |
| **Task #3** | **Task Three: Corresponding Perspectives**  Students will write a letter to Dr. Martin Luther King, Jr., John F. Kennedy, Rosa Parks, or a member of the Greensboro Four. Students will write as an observer or bystander to one of the historical figures expressing their feelings and opinions about the experiences described in the speeches, texts, or poetry. Students should include specific details regarding the historical event. After students have written the initial letter, they will exchange letters with another student in the class who will write a response. The responses should address each of the points from the first letter. | 3 days | * ⁯Reading * ⁯Word Study * ⁯Writing * ⁯Speaking and Listening |
| **Engaging**  **Scenario** | **Engaging Scenario: Comparing and Contrasting Presentation of Events Through Poetry and Speeches**  In cooperative groups, students will reread the poem, “I Look at the World” by Langston Hughes. Students will review the texts from Martin Luther King’s “I Have A Dream” speech and John F. Kennedy’s “Civil Rights Address” and compare and contrast the texts analyzing each author’s presentation of events in the Civil Rights Movement. Students will create a multimedia presentation of their choice that represents this information. | 5 days | * ⁯Reading * ⁯Word Study * ⁯Writing * ⁯Speaking and Listening |

\*\*\*\*\*There are three extra days that are not being used in this unit, in order to take care of the first of the year responsibilities and activities for 6th graders.

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| **Unit Resources** |
| * “I Was Not Alone”- in *Holt Elements of Literature Introductory Course* p. 311 * *The Sneetches* by Dr. Seuss in *Holt Elements of Literature Introductory Course* p. 626 * *I Look at the World* by Langston Hughes <http://www.poetryfoundation.org/poetrymagazine/poem/182644> * #13 Photo Gallery: Greensboro Sit-Ins   <http://www.sitins.com/photogallery.shtml>   * John F. Kennedy’s Speech from 6/11/1963 on Civil Rights   <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>   * Dr. Martin Luther King, Jr.’s “I Have A Dream” speech   <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>   * “Meet the Watsons” by Christopher Paul Curtis in *Springboard Level 1* p. 162-175 * “Thank you, M’am” by Langston Hughes in *Springboard Level 1* p. 116-121 |

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| **Performance Task 1** | | |
| Title:  **Can the World be a Fair and Just Place?** | | Suggested Length: 6 days |
| **Standards Addressed:** | | |
| ***Power Standards***  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **RL.6.9-**Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **RL.6.1** -Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.  **RL.6.2-** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **RL.6.3-** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **RL.6.5-** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **SL.6.1** A-D Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly. | | |
| Description of Task | Students will analyze 3 texts and a photo and compare points of view and perspectives of the authors/persons/speakers.   * Students will work in groups of 3-4 to brainstorm a list of activities, occupations or other areas that interest them. Allow them to discuss ways in which they believe those products, occupations or activities are made available for them to enjoy. Share with them the fact that persons of many nationalities and ethnic groups were not always allowed to share or participate in the activities, occupations or other areas in which they have shown interest. In their small groups, have students come up with a list of reasons why people might be prohibited from enjoying these activities. Ask students if the reasons they come up with always fair and just. Provide them the opportunity to share why or why not. Have someone from each group present the reasons they think might be the causes of these differences.   Example Questions:   1. What are some things you enjoy doing? What would you like to be when you grow up? 2. How are these activities/choices made available to you? 3. Does everyone have access to these activities/choices? 4. If not, why not? Are these reasons fair and just? 5. What are some things you see in the world that are not fair and just?  * After the previous discussion, have students view the persons from the photo “Greensboro Sit-in” #13. Model how an examination of photographic facts can reveal valuable information. Share reactions and interpretations with students in the form of a Think-Aloud and model recording these thoughts using the S.I.G.H.T. method graphic organizer to analyze the photograph. Have at least three additional photographs from the same time period available for students to view. Students will work in groups of three to select one photo to analyze using the same graphic organizer. * In cooperative pairs, have students read Rosa Parks’ “I Was Not Alone” and complete the Double Entry Diary. Allow them to share some of their responses. Ask students to discuss how Rosa Parks introduced, illustrated and elaborated on this major event in her life. * Discuss as a class, how the topic of civil rights is presented in diverse media and formats and how these formats contribute to the topic or issue under study. Students can discuss how their responses to the photographs compare to the response elicited by the Rosa Parks excerpt. * Next, instruct students to read the poem “I Look at the World” by Langston Hughes and complete the Episodic Notes graphic organizer. Again, have students think about how the poem compares to the photographs and the Rosa Parks excerpt. In what ways do the three seem similar? How are they different? As a class come together to create a Venn-Diagram that represents the similarities and differences between these texts that have been read so far. * Students should read the poem, “Sneetches” by Dr. Seuss and complete the four square chart below.      * After exploring and analyzing all four pieces, students will independently complete the  **”Conversations In Time”** organizer by considering the points of view and perspectives of the authors/persons/speakers explored as if they were answering the question “Can the World be a Fair and Just Place?” Students should consider and discuss comparing and contrasting each of the different texts and their approach to the topic of fairness and justice. * Based on their responses, students will assume the persona of one of the historical figures by answering the question (Is the world a fair and just place?) from their point of view or perspective and performing a 3-5 minute monologue. Each monologue must contain 3 pieces of evidence and two inferences drawn from the text that support why that particular person feels the world was or was not a fair and just place. Students should be sure to include grade appropriate vocabulary including any new terms they learned from their readings. | |

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| **Components of Balanced Literacy** | | | |
| * Reading | * Word Study | * Writing | * Speaking & Listening |

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| **Instructional Resources** |
| Suggested Texts:   * *I Was Not Alone*- in *Holt Elements of Literature Introductory Course* p. 311 * “I Look at the World” by Langston Hughes <http://www.poetryfoundation.org/poetrymagazine/poem/182644> * Image 13 Greensboro Sit-Ins <http://www.sitins.com/photogallery.shtml>   Additional Suggested Texts that can be substituted for the texts above:   * “Meet the Watsons” Christopher Paul Curtis in *Springboard Level 1* p. 162-175 * “Thank you, M’am” by Langston Hughes in *Springboard Level 1* p. 116-121 |

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| **Instructional Strategies** |
| * Double Entry Diary * <http://www.lesn.appstate.edu/fryeem/double_entry_diaries.htm>      * Episodic Notes * <http://www.englishcompanion.com/pdfDocs/toolepisodicnotes.pdf> * SIGHT method * <http://www.tritec-inc.org/becomingamerica/chelsea-unit/ppappavaselio/handouts/SIGHTAnalysis.pdf> * “Conversations in Time”      * Character monologues * Think Aloud <http://www.readingrockets.org/strategies/think_alouds/> |

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| **Differentiation Strategies** | | |
| **Extension** | **Intervention** | **Language Development** |
| You may choose to use one of these activities along with or as a replacement for parts of this task.   * Challenge students to find another selection that includes another perspective of the Civil Rights movement to use with the “Conversations in Time” organizer**.** A great site that students could use for this is So Jus: Speeches on Social Justice (<http://www.sojust.net/speeches.html>) * Provide students with alternative choices for presenting their monologue. Students could do a campaign, speech, news report, talk show opening, or History Channel interview. | * Pre-teach and review key vocabulary words and tie into background knowledge * Ensure students are in a group that allows active participation based on their strength * Allow students to maintain 2 column notes to refer back to for completion of final product * Provide audio copies of readings for students that may need to re-read he information * Student may be allowed to use pictures along with words to complete Conversations in Time. * Provide student with the option of using a visual along with the oral presentation | 1. Activating Prior Knowledge – Use visuals, retell or act out an unfair or unjust situation. Discuss the idea of fairness and justice. Ask students to use a translator to check the meaning of fair and just. 2. Create a [glossary](Can%20the%20World%20be%20a%20Fair%20and%20Just%20Place%20-%20Task%201%20-%20Glossary.docx) of key words - start with fair and just and guide students to add more as needed. For each word include definition, translation into native language, the word used in context, and an illustration.      1. During the brainstorm of products, occupations, and activities they enjoy and other people might not, low English proficient students might need visuals and to be guided with yes/no questions. Several students may have suffered injustices in the past and they will be able to relate to the topic. 2. Model & Support – During the modeling of the examination of photographic facts, the teacher will assign a peer buddy to assist the ESL student in filling in the information in the graphic organizer. 3. Comprehensible Input – Ask students to read silently while the teacher reads Rosa Parks’ “I Was Not Alone”. Use gestures, act out, and use visuals as needed. Make frequent stops to check comprehension. 4. Double Entry Diary – The teacher will choose a quote from the text for students to work on. In cooperative pairs, students will complete the given sentence frames. Students will use these sentences to share their work in the group. 5. Visualize – (Low English proficient students who might not be able to complete the Episodic Notes graphic organizer) After listening to the teacher or another strong reader recite the poem “I Look at the World” by Langston Hughes, the students will visualize the poem by illustrating the words in each of the three stanzas. 6. Comparing – As a class the students will participate in completing a Venn diagram comparing the texts presented so far. 7. Give students a copy of the poem to preview and predict. Allow students to watch the video “[Sneetches](http://www.youtube.com/watch?v=v3yJomUhs0g)” by Dr. Seuss. After this, in pairs, students will complete the [modified Four Square Chart.](Can%20the%20World%20be%20a%20Fair%20and%20Just%20Place%20-%20Task%201%20-%20Four%20Square%20Chart%20-%20Sneetches.docx)      1. With teacher support and peer discussion, the students will be encouraged to infer how Rosa Parks, Langston Hughes, and Dr. Seuss would answer the question, “Can the world be a fair and just place?” 2. Each student will assume the persona of one of the historical figures mentioned before and complete three [index cards](Can%20the%20World%20be%20a%20Fair%20and%20Just%20Place%20-%20Task%201%20-%20MONOLOGUE.docx) with the needed information to guide them through a brief monologue. |

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| **Performance Task 2** | | | | | |
| Title:  **PAPA Analysis of Speeches** | | | | Suggested Length: 6 days | |
| **Standards Addressed:** | | | | | |
| ***Power Standards***  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.5**- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **W.6.9** – Draw evidence from literary or informational texts to support **analysis, reflection**, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.  **L.6.4 A-D:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  **L.6.5 A-C:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | | |
| Description of Task | Teachers will need to pre-teach and review vocabulary in speeches as well as vocabulary that is relevant to the time period (students maintain terms in a notebook).   * Students will view John F. Kennedy’s Speech from 6/11/1963 on Civil Rights located at: <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>   While viewing this speech, students will write down three major points from Kennedy’s speech and be prepared to share these points with their peers.   * Next, students will be given a copy of the text in order to analyze how authors use rhetorical methods and strategies to appeal to a particular audience. In cooperative groups, students will use the PAPA (Purpose, Audience, Persona, Argument) graphic organizer to analyze the rhetorical language in this speech. Students should also annotate the text with any questions or comments. * After students have completed their group work, read JFK’s speech aloud after students have viewed it to ensure they have a working understanding of the document. Discuss student analysis, PAPA work, questions, and comments as a class. * Next, students will view the “I Have a Dream” speech given by Dr. Martin Luther King, Jr. located at:   <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>  While viewing this speech, students will write down three major points from King’s speech and be prepared to share these points with their peers.   * Next, students will be given a copy of the text in order to analyze how authors use rhetorical methods and strategies to appeal to a particular audience. In cooperative groups, students will use the PAPA graphic organizer to analyze the rhetorical language in this speech. Students should also annotate the text with any questions or comments. * Ask students to compare the two speeches in their groups. Ask students to answer the following questions in their groups: They should cite textual evidence that supports their analysis and inferences.   + How do authors use language and words to create a powerful speech?   + How did each speech appeal to you emotionally?   + How did the speech flow from point to point?   + What specific words made you agree or disagree with JFK’s speech to the American public?   + How did figurative language in each text impact you as a reader?   + How does the audience influence how the author crafts a speech or text?   + What is each author’s point of view and purpose for writing each text and how is this purpose conveyed?   + How does each speech introduce, illustrate, and elaborate on the topic of civil rights?   + Choose an important sentence from each text and explain how that sentence fits into the structure of the text and contributes to the development of the theme. * Students will create a Wordle or Word Splash that conveys the author’s feeling or impact on the reader using tone words from the speeches. | | | | |
| **Components of Balanced Literacy** | | | | | |
| * Reading | | * Word Study | * Writing | | * Speaking & Listening |

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| **Instructional Resources** |
| Suggested Texts:   * John F. Kennedy’s Speech from 6/11/1963 on Civil Rights   <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>   * Dr. Martin Luther King, Jr.’s “I Have A Dream” speech   <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>   * Wordle   <http://www.wordle.net/> |

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| **Instructional Strategies** |
| * PAPA organizer |

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| **Differentiation Strategies** | | |
| **Extension** | **Intervention** | **Language Development** |
| You may choose to use one of these activities along with or as a replacement for parts of this task.   * Have students participate in a Paideia seminar to compare and contrast the two speeches. Students can focus on big ideas like oppression, resistance, injustice and/or inequality. Students can also include the concept of change in their discussion. Use resources found at LearnNC for assistance in creating the seminar. (http://www.learnnc.org/lp/editions/paideia/contents) This site will provide the structure for a seminar. Planning guides and all the tools that you may need to plan your seminar. Students can also be given a third speech from an alternative Civil Rights perspective to connect big ideas and concepts across the text. The third speech could be an auditory example like George Wallace’s speech about Civil Rights. Students can also look at speeches concerning other areas of Civil Rights using text from the site called So Jus: Speeches on Social Justice (<http://www.sojust.net/speeches.html>) * RAFT: Have students create a RAFT product that conveys the ideas/concepts discussed in the seminar. Students should also convey their thoughts about how the author's use of language conveys his or her mood when writing the selection. Use a rubric to assess student work. (Rubric example from Chicago Gear Up Alliance that could be used to evaluate the RAFT product. www.gearupchicago.org/archives/yal/units/golden/r-rubric.doc) If you need a quick tutorial about RAFT, check out the Reading Quest.org site: http://www.readingquest.org/strat/raft.html.   **Role:** Documentary Film Writer/Producer  Audience: Group of educators and investors looking for a film to produce  **Format:** Glogster (http://edu.glogster.com/) or Storyboard templates (http://www.printablepaper.net/category/storyboard)  **Topic:** Create a pitch for a documentary film about one of the concepts/big ideas discussed during the Paideia seminar. | * Provide partially completed 2 column notes for speech notes * Allow for additional opportunities to listen to speeches if needed | **\*\*\* Keep the new key words to a minimum. Consider only the most relevant and frequent ones, so the information in the students’ glossary does not become overwhelming.**   1. Read the text backwards – Provide students with a list of T/F statements (see [sample](Analysis%20of%20Speeches%20-%20Task%202%20-%20JFK.docx)). Read and discuss the. Allow students to predict. While listening, students will confirm their answers. Discuss outcome.      1. While students work in their groups, through group discussion, the teacher will reread the speech to the ESL students to ensure a working understanding of the text... 2. After all groups of students have completed their work, the teacher will facilitate a class discussion of their findings. At this point, the teacher will complete a sample PAPA organizer with the best of the information provided by the students. This will serve as a model PAPA graphic organizer for the ESL students. 3. Read the text backwards – The same procedure used for the analysis of the first speech will be followed. The teacher will create and provide students with a list of 5-6 T/F statements. Read and discuss the statements. Allow students to predict. While listening to the speech being read out loud, students will confirm their answers. Discuss outcome. 4. In a cooperative mixed group of strong and weak readers, students will complete a [modified PAPA graphic](Analysis%20of%20Speeches%20-%20Task%202%20-%20Modified%20PAPA.docx) organizer for the second speech.      1. Comparing – In groups compare the speeches and answer the provided [modified questions.](Analysis%20of%20Speeches%20-%20Task%202%20-%20Comparing%20Speeches.docx)      1. Students will use the key words they have collected in their glossaries to create a Wordle or Word Splash. |

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| **Performance Task 3** | | | | | |
| Title:  **Corresponding Perspectives** | | | | Suggested Length: 4 days | |
| **Standards Addressed:** | | | | | |
| ***Power Standards***  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  ***Supporting Standards***  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **W.6.9** – **Draw evidence from literary or informational texts to support analysis, reflection**, and research. | | | | | |
| Description of Task | **Task Three: Corresponding Perspectives**   * Students will write a letter to Dr. Martin Luther King, Jr., John F. Kennedy, Rosa Parks, or a member of the Greensboro Four. Students will use information gathered from all previously taught tasks to complete this assignment. * Be sure to Pre-teach or review letter writing with students.      * + Students will write as an observer of one of the historical figures as they express their feelings and opinions about the events described in their speeches, texts, or poetry.   + Students should cite specific details and evidence regarding the historical event.   + Students should compare the historical figure’s speech to one of the other texts they did not choose, explaining how they appreciate the similarities and differences they noticed in the presentation of the events of the civil rights movement. * Teachers may wish to ask students to consider the following as they write:   + What emotional response do you want to convey to the historical figure?   + What would you like to say to this person?   + What questions would you like to ask?   + Is your letter well written an organized? * After students have written the initial letter, they will exchange letters with another student in the class who will write a response.   + The responses should address each of the points from the first letter and be from the point of view of the person in which the letter is addressed. The writer should be sure that their response is in sync with what the historical figure would actually say. * Students should be sure to use grade-appropriate general academic and domain specific words and phrases in their letter. (They can refer back to vocabulary terms that were highlighted by the teacher in task 1). * This process could be more than once to give the students an opportunity to review letters from different perspectives. * Teachers may want to discuss with students the idea how each of these historical figures may see the world as fair and just. How would they respond to the opening question? (Is the world a fair and just place?) | | | | |
| **Components of Balanced Literacy** | | | | | |
| * Reading | | * Word Study | * Writing | | * Speaking & Listening |

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| **Instructional Resources** |
| Suggested Texts:   * John F. Kennedy’s Speech from 6/11/1963 on Civil Rights   <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>   * Dr. Martin Luther King, Jr.’s “I Have A Dream” speech   <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>   * Image 13 Greensboro Sit-Ins <http://www.sitins.com/photogallery.shtml> * *I Was Not Alone*- in *Holt Elements of Literature Introductory Course* p. 311 |

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| **Instructional Strategies** |
| * Letter writing * <http://www.readwritethink.org/classroom-resources/student-interactives/letter-generator-30005.html> |

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| **Differentiation Strategies** | | |
| **Extension** | **Intervention** | **Language Development** |
| This task does not need extension. | * Provide student with a skeletal copy of what the letter should include * Speech to text may be utilized for written assignment * Preview questions with student allowing for think-aloud prior to writing | 1. After teaching and reviewing letter writing with students, model how to write a letter to the principal of the school in connection to all the information learned during this unit of work. 2. Have class discussions of the words learned in the glossary and all the texts read. Help students state what they have learned through the work in this unit and list their observations on poster paper. 3. Assist student in writing their letters using the modified [letter template](Corresponding%20Perspectives%20-%20Task%203%20-%20Letter%20Format.docx). |

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| **Engaging Scenario** | | | | | |
| Title: **Comparing and Contrasting Presentation of Events Through Poetry and Speeches** | | | | Suggested Length: 3 days | |
| **Standards Addressed:** | | | | | |
| ***Power Standards***  **RI.6.9-**Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **L.6.6 –** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **W.6.2 A-F:** Write information/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  ***Supporting Standards***  **RI.6.1 –** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.6.3 –** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text  **RI.6.6 –** Determine an author’s point-of-view or purpose in a text and explain how it is conveyed in a text.  **W.6.9** – Draw evidence from literary or informational texts to support analysis, reflection, and research.  **SL.6.1 A-D** Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly. | | | | | |
| Description of Task | **Engaging Scenario: Comparing and Contrasting Presentation of Events Through Poetry and Speeches**   * In cooperative groups, students will reread the poem, “I Look at the World” by Langston Hughes; review the texts and graphic organizers from Martin Luther King’s “I Have A Dream” speech and John F. Kennedy’s “Civil Rights Address”. (See the PAPA organizers from the previous task.) * Students will then determine the speaker, occasion, audience, purpose, subject, and time for the poem and two speeches. Using the SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) graphic organizer, they will compare and contrast the texts analyzing each author’s presentation of events in the Civil Rights Movement. * Students will take on the role as guest lecturers at a university. Their task is to create a multimedia presentation that represents the voices of the civil rights movement by comparing and contrasting how information has been presented on the topic through poetry, speeches and other texts in the unit. Students will use the graphic organizers, answers and information from task 2 and 3 to create a Glogster, Power Point presentation or other multimedia presentation that represents this comparison. The multimedia informational presentation should include textual evidence, analysis of how ideas are elaborated in texts, and discuss the author’s point of view in each text. Students should be sure to include grade appropriate vocabulary including any new terms they learned from their readings. Presentations will be presented at “History Alive” day. | | | | |
| **Balanced Literacy Components** | | | | | |
| * Reading | | * Word Study | * Writing | | * Speaking & Listening |

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| **Instructional Resources** |
| Suggested Texts:   * John F. Kennedy’s Speech from 6/11/1963 on Civil Rights   <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>   * Dr. Martin Luther King, Jr.’s “I Have A Dream” speech   <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>   * I Look at the World by Langston Hughes <http://www.poetryfoundation.org/poetrymagazine/poem/182644> |
| **Instructional Strategies** |
| * SOAPS tone Analysis   <http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html> |

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| **Differentiation Strategies** | | |
| **Extension** | **Intervention** | **Language Development** |
| You may choose to use one of these activities along with or as a replacement for parts of this task.   * Students should include a third perspective to their presentation. The additional perspective can be from a dissenting voice of the Civil Rights movement (i.e. Bull Connor) or alternative perspective (ie Malcolm X or Member of the Black Panther Party). * Students could use the APPARTS strategy, instead of SOAPSTONE, to do their analysis. Both are pre-AP strategies recommended by College Board. (<http://apcentral.collegeboard.com/apc/members/repository/ap05_ushist_greer_2_p_50286.pdf>) | * Provide student with a task list to be completed (this may be completed by the student with input from the teacher) * Provide on-going feedback through process to help with intended timeline for completion of activity | In groups, students will compare and contrast all selections.  Students will create a multimedia presentation including all selections read, their author and a brief summary of it. |

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| **Reflection** | |
| **What worked well?** | **What adjustments need to be made?** |
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